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## LETTERS TO THE EDITOR

The editors are not responsible for opinions expressed in this department. All communications must be accompanied by the name and address of the writer to insure publication.

### NEED OF A KNOWLEDGE OF PARLIAMENTARY LAW

**D**EAR EDITOR: In these days of numerous organizations, it is necessary for every one to have some knowledge of the proper manner of transacting business. Whether one is called upon, perhaps unexpectedly, to preside, or wishes to take part in the conduct of business by making motions or taking part in the discussion of questions, one is at a great disadvantage if he does not understand the fundamental principles of parliamentary procedure. If pupil nurses in the last year of training could acquire some knowledge about presiding, and the proper motions to make in carrying forward the business of an ordinary assembly, it would be of inestimable value in their work after graduation. The majority of men and women are ignorant of the simple rules of parliamentary law and therefore hesitate to take part in a meeting for fear of making mistakes. When it is too late they realize how simple a motion would perhaps have resulted favorably for all interested. A knowledge of parliamentary law for those who take part in the transaction of business at meetings is as necessary as is a knowledge of the ordinary rules of etiquette in associating with friends, acquaintances or strangers. The rules which are recognized as common parliamentary law and which facilitate the business of every assembly, are not intricate or difficult to understand. It is desirable to have an instructor, if a competent one is available, but any one of average intelligence is capable of acquiring a fair knowledge of parliamentary law if he applies himself with diligence to a good text book. *Parliamentary Usage*, by Emma A. Fox, the parliamentary authority of the American Nurses' Association and of hundreds of other nurses' organizations, is also used as a text book in many schools and colleges. This book may be understood by the novice and yet it is sufficiently comprehensive to meet the needs of all deliberative assemblies.

Michigan

SARAH E. SLY,

*Chairman Committee on Revision, American Nurses' Association.*

### THE WALTHAM METHOD

**D**EAR EDITOR: In the February number of the JOURNAL is an article by Meyer Wiener, M.D., *The Private Duty Nurse*, in which the following statement is made, "I do not know whether any training school ever sends its student nurses into the homes under supervision of an instructor, but it would seem to me to be of inestimable value and help for future use to the young women." The Waltham Training School for Nurses, Waltham, Mass., does this, and has, ever since its establishment in 1885, by Dr. Alfred Worcester. This method is not only of great value to the nurse, but also to future patients in homes, for even if a nurse is specializing in a hospital with only one patient to care for, the surroundings and atmosphere are entirely different from that in the home, and the nurse will meet many conditions in the home which simply *could not* exist in a hospital. The private duty nurse, under supervision, learns how to deal with all sorts of conditions in the home, thus making her fearless to enter private homes when she becomes a graduate. The future patients and families, I might also say maids, benefit as the nurse, by the time she graduates has learned

the valuable lesson of how to adapt herself to all kinds of patients and families. Many a private duty nurse has learned to her sorrow that oft-times the family is more difficult to handle than the patient. I think there are other schools now beside Waltham that send out student nurses under supervision, but I am not sure.

Massachusetts

E. L. C.

## THE JOURNAL

### I.

**D**EAR EDITOR: The JOURNAL should be in the hands of every nurse in this country, and it is well worth the effort to see that this is done. I began with the first copy issued and now that I have retired from hospital work, I watch for its appearance each month bringing news of all that is going on in the nursing world,—news of my friends, new openings and opportunities for nurses such as were not even dreamed of in the early days,—all that is necessary is preparation to grasp them. My best wishes for the JOURNAL.

Massachusetts

EMMA L. STOWE.

### II.

**D**EAR EDITOR: This is just another word of appreciation of our dear old JOURNAL which improves in its stimulation of professional interest and literary value every year. One has only to compare a copy of any issue of 1910 with one of 1922, to convince herself that the magazine faithfully reflects the higher educational demands of the profession as well as the enlarged professional field of usefulness. I think it is a matter of congratulation to the profession rather than of chagrin that such publicity as that of Dr. Mayo in the *Pictorial Review* and the widely syndicated articles of Dr. Brady should be read and discussed by the lay public everywhere. It shows that the highly trained woman is coming into her own when she can call down upon her head such criticisms from the medical profession. It is easily conceivable that a type of physician who graduated two or three decades ago and who has never felt the need of postgraduate work or research, other than his daily practice, should be satisfied with the grammar school graduate or with a nurse of even two years of hospital practice. The well educated nurse makes such a doctor feel uncomfortable and she may be undesirable to work with. If she has been trained to see the necessity for diagnosis by the use of the X-ray, the sphygmomanometer, laboratory analyses and various other modern agents, she feels keenly for the patient who may be under the care of such a physician. However, no such theory can account for Dr. Mayo's viewpoint. When I read Dr. Beard's article in the *Pictorial Review* in reply to Dr. Mayo's, I felt like writing a note of appreciation of his effort to give the nurse a square deal before the public. It was not so very long ago that physicians could practice upon the unsuspecting public with a diploma bought and paid for from some obscure medical school, and a great hue and cry went up when the better medical schools began to see the necessity for better education and longer preparation for their graduates. Now it is willingly conceded that a student of medicine must spend from six to ten years in preparation for dealing with human lives. The time will as surely come when a high school girl will need to spend three years in learning the theory and practice of nursing and even then may have to develop her special field by postgraduate study. So welcome all the bouquets and brickbats, too, for we need both to ensure healthy growth.

Michigan

M. S.